R E P O R T R E S U M E S

ED 012 527 EC 000 200

SPEECH AND HEARING PROGRAMS, ORGANIZATIONAL AND ADMINISTRATIVE MANUAL.

MONTGOMERY COUNTY PUBLIC SCHOOLS, ROCKVILLE, MD.

PUB DATE AUG 66

EDRS PRICE MF-$0.25 HC-$1.40 35P.

DESCRIPTORS- *SPEECH AND HEARING PROGRAMS, *ADMINISTRATOR GUIDES, SPEECH THERAPISTS, ADMINISTRATOR RESPONSIBILITY, HEARING THERAPISTS, SPECIAL EDUCATION TEACHERS, AUDIOMETRISTS, RECORDS (FORMS), *ORGANIZATION, *MANUALS, ROCKVILLE

THIS HANDBOOK OUTLINES THE PRACTICES AND PROCEDURES IN THE OPERATION OF THE SPEECH AND HEARING PROGRAMS IN THE MONTGOMERY COUNTY, MARYLAND, SCHOOL SYSTEM AND DESCRIBES THE DUTIES AND RESPONSIBILITIES OF THE SUPERVISOR OF THE SPEECH AND HEARING PROGRAMS, SPEECH AND HEARING THERAPIST, HEARING THERAPIST, SPECIAL CLASS TEACHER, AND AUDIOMETRIST. A DESCRIPTION OF THE PLAN OF OPERATION WITHIN SCHOOLS COVERS GENERAL OPERATING PROCEDURE, SCREENING, CASE SELECTION, THERAPY SCHEDULES, CONFERENCES, DISMISSALS FROM THERAPY, AND ESSENTIAL FACILITIES AND EQUIPMENT. COPIES OF 11 FORMS USED BY SPEECH AND HEARING PERSONNEL ARE INCLUDED. (FL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED012527

Speech and Hearing Programs

ORGANIZATIONAL AND ADMINISTRATIVE MANUAL

EC 000 200

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad, Superintendent of Schools

August 1966

TABLE OF CONTENTS

Section		Page
	INTRODUCTION	iii
I	JOB DESCRIPTIONS	
	A. Supervisor	1
	B. Speech and Hearing Therapist	3
	C. Hearing Therapist	4
	D. Special Class Teacher	5
	E. Audiometrist	6
II	GENERAL OPERATING PROCEDURES	1
III	PLAN OF OPERATION WITHIN SCHOOL	
	A. Screening	1
	B. Case Selection	1
	C. Scheduling	1
	D. Conferences	1
	E. Kindergarten Round-Up	1
	F. Dismissals	2
	G. Essential Facilities and Equipment	2
IV	APPENDIX	
	A. Speech and Hearing Forms	1

INTRODUCTION

The Speech and Hearing Programs are a part of the regular instructional program of the Montgomery County Public Schools. Speech education includes both corrective and preventive aspects of communication disorders; it deals with language comprehension, formulation, and expression as well as speech skills.

It becomes, therefore, the responsibility of the Montgomery County Public Schools' speech and hearing specialists to aid in the development of the communicative abilities and skills of the students with whom they work, and to present that educational program adapted to the specific needs and capacities of those students.

This handbook is intended for the use of school administrators, speech and hearing therapists, and all other school personnel concerned with the speech and language problems of the students of Montgomery County Public Schools. Its purpose is to synthesize into meaningful sequence the appropriate procedures in the operation of the Speech and Hearing programs, and to describe the duties of those specialists involved in the programs.

Section I: Job Descriptions

A. SUPERVISOR

Duties and Responsibilities

The Supervisor of the Speech and Hearing Programs is responsible for the supervision of effective educational services for students who have speech and hearing problems. His functions are performed under the authority delegated to him by the Superintendent through the Director of the Office of Supervisory Services. A direct coordinating line is maintained with the Director of Special Education Services. In the discharge of this delegated assignment, it shall be the responsibility of the Supervisor of the Speech and Hearing Programs to:

1. Become familiar with the total education program of Montgomery County.

2. Coordinate the speech and hearing programs with the overall school program by working cooperatively with area directors and principals and educational services such as pupil personnel and psychological services.

3. Plan with the Director of Special Education Services, the Director of Pupil Services, principals, general and special supervisors, and other specialists to improve the speech and hearing programs.

4. Assist staff members and other school personnel in the identification of students who need speech and hearing services and arrange for these services to be provided.

5. Account for students receiving speech and hearing services.

6. Prepare state and county reports.

7. Participate in the selection, evaluation, and retention of the speech and hearing personnel.

8. Acquaint all staff members with their duties and responsibilities.

9. Participate in the planning of and provide leadership in programs of in-service education.

10. Keep the speech and hearing personnel informed on policies and procedures.

11. Observe and assist staff members in self-evaluation and in improvement of professional techniques.

12. Schedule and account for the most effective utilization of the time and competencies of the speech and hearing personnel.

13. Provide leadership experiences for staff members with above average professional competencies.

14. Promote continuous reevaluation of program methods, techniques, and results obtained.

15. Prepare for the Director of Special Education Services, the budget requests for the speech and hearing programs.

16. Serve as a consultant in the development of plans for new and existing school facilities and programs for the procurement of instructional materials.

17. Assist in the evaluation, selection, purchase, and use of all equipment for the speech and hearing programs.

18. Maintain accurate inventories of all the supplies and equipment not maintained at schools.

19. Plan and direct the speech and hearing summer program in cooperation with the Summer School Office.

20. Initiate to proper authority suggestions for changes in the speech and hearing programs as the need arises.

21. Organize and direct the office operations for effective communications and support of professional activities.

22. Participate in the evaluation of students at the request of the Director of Special Education Services, principals, pupil personnel workers and therapists.

23. Interpret effectively to other professional personnel and to the populace the speech and hearing programs.

24. Promote and guide action research within the programs.

25. Perform other duties as assigned.

Section I: Job Descriptions

B. SPEECH AND HEARING THERAPIST

The duties performed by the speech and hearing therapist are:

1. INSTRUCTIONAL

To work with the communicative problems of students by means of individual or group therapy.

2. DIAGNOSTIC

a. To evaluate the speech and language of each referred student.

b. To make referral to the principal when additional help is needed.

c. To request audiometric evaluations of referred students and follow-up testing where indicated.

3. CONSULTATIVE

a. To advise parents, teachers, and principals on the proper management of specific students.

b. To conduct in-service programs for school personnel when requested.

c. To provide periodic follow-up on students who are not scheduled for direct therapy.

4. ORGANIZATIONAL

a. To locate and schedule cases within limits of time available.

b. To carry out program of regularly scheduled therapy.

c. To prepare requested reports, summary information for school administration, and maintain up-to-date therapy records on each student.

5. PROFESSIONAL

a. To attend scheduled Speech and Hearing staff meetings.

b. To attend professional meetings.

Section I: Job Descriptions

C. HEARING THERAPIST

The duties performed by the hearing therapist for students with moderate auditory handicaps are:

1. INSTRUCTIONAL

   a. To work with regular class based students whose hearing loss is not so severe that they require all day instruction in a special class, but who have difficulty maintaining themselves in a regular classroom without intensive support.

   b. To teach speech reading and provide auditory training.

   c. To provide speech correction and language therapy.

   d. To incorporate academic work into the therapy program when feasible.

   e. To explore appropriate vocational planning.

2. DIAGNOSTIC

   a. To participate in diagnostic evaluations.

   b. To determine those areas in which the student needs additional instruction.

   c. To provide continued evaluation of the student's growth in all areas.

   d. To make referrals to the principal when additional help is needed.

3. CONSULTATIVE

   a. To advise parents, teachers, and principals on the proper management of each student.

   b. To conduct in-service programs for school personnel when requested.

4. ORGANIZATIONAL

   a. To schedule cases.

   b. To prepare requested reports, summary information for school administration, and maintain up-to-date therapy records on each student.

5. PROFESSIONAL

   a. To attend scheduled Speech and Hearing staff meetings.

   b. To attend professional meetings.

Section I: Job Descriptions

D. SPECIAL CLASS TEACHER

The duties performed by a special class teacher for students with severe auditory handicaps are:

1. INSTRUCTIONAL

   a. To teach the students to develop skills in lip reading, speech, language, auditory discrimination, and in the use of amplification.

   b. To provide academic instruction.

2. DIAGNOSTIC

   a. To participate in diagnostic evaluations.

   b. To make referrals to the principal when additional help is needed.

3. CONSULTATIVE

   a. To advise parents, teachers, and principals on the proper management of each student.

   b. To conduct in-service programs for school personnel when requested.

4. ORGANIZATIONAL

   a. To maintain up-to-date diagnostic and training records on each student.

   b. To report the status of the program to the Supervisor of Speech and Hearing.

   c. To prepare reports.

5. PROFESSIONAL

   a. To attend professional meetings.

   b. To participate in in-service meetings as scheduled.

E. AUDIOMETRIST

The duties performed by the audiometrist assigned to the Speech and Hearing programs are:

1. TESTING

   a. To test annually all students in special classes.

   b. To test students scheduled for therapy who have not had an audiometric test within the past year, or who have shown a loss on previous tests. This testing is done at elementary level only. The Health Department audiometrist tests at the secondary level.

   c. To make arrangements with each principal for testing.

   d. To inform the therapist assigned to each school of the testing date.

   e. To administer pure tone screening and/or threshold test as indicated.

2. ORGANIZATIONAL

   a. To provide each school with appropriate reports of test findings.

   b. To provide the Health Department with records, such as:

      (1) Completed audiometrist's worksheet (SC11).

      (2) An audiogram of all children tested who showed notable loss.

   c. To maintain central file with audiograms on all children tested who showed notable loss.

   d. To complete yearly report on the testing program.

   e. To inform the school therapist of testing results.

   f. To arrange for periodic calibration of the audiometers.

Section II: General Operating Procedures

The general operating practices in regard to the organization and functioning of the Speech and Hearing programs follow:

1. Most speech and hearing therapists are assigned to four schools. The time spent in a particular school depends upon the needs of that school when considered as part of the total assignment of the therapist.

2. When the therapist is operating within a school, he is part of the staff of that school.

   a. The therapist will develop the therapy schedule in consultation with the principal.

   b. The therapist's name must be included on the regular Teacher Attendance sheet for the school, and he will sign in and out.

   c. The therapist needs to have or share a mail box for communication.

3. Regularly scheduled therapy begins after the therapist has had an opportunity to evaluate the pupils referred and to plan the optimum program for the school.

4. It is the responsibility of the school to see that each student arrives on time for therapy sessions.

5. The therapist should be informed, in advance, of changes in school or class schedules (trips, rehearsals) so that therapy time may be rescheduled.

6. In case of the therapist's absence, the therapist will notify the school and the Speech and Hearing office. It is then the school's responsibility to notify teachers of children involved in the therapy program. No substitute will be provided.

7. The therapist should be included for special conferencing when a child known to him is involved.

8. The therapist will apprise the principal of cases in which he feels need for consideration of psychological evaluation or other additional study.

9. The therapist will be available to explain the therapy program to teachers and/or parents upon request.

10. The therapist will attend in-service meetings of the Speech and Hearing Staff.

11. The Supervisor is responsible for the specific therapeutic techniques and procedures used by the therapist.

Section III: Plan of Operation Within School

A. SCREENING

Once the preliminary arrangements have been made with the principal, the therapist screens all students who were receiving therapy at the end of the preceding year and all third grade students. Each teacher should be supplied, through the principal, with MCPS Form 311-2 for referral. It is the therapist's responsibility to screen all students referred and to make specific recommendations regarding each student. Screening of new referrals will take place throughout the year.

1. The therapist should request permission to study all pertinent information on the students referred for screening, i.e., confidential, cumulative, health and all other records.

2. After screening each student referred, the therapist completes MCPS Form 311-3. (Copies of all forms are in the Appendix.)

B. CASE SELECTION

The therapist decides which students should receive therapy. In selecting students for therapy, consideration should not only be given to the number of students involved, but also to the type of problems they manifest. No number should be used to set limits in regard to case load.

C. SCHEDULING

The therapist should arrange with the principal a time for therapy that allows for consideration of the space-time requirements of the school. The therapist will supply the principal with a therapy schedule for the school.

D. CONFERENCES

Conferences with teachers and parents should be arranged as needed.

1. The principal should be apprised of each conference held by the therapist.

2. The procedure for arranging conferences will adhere to that followed by the school.

E. KINDERGARTEN ROUND-UP (PRE-SCHOOL CONFERENCES)

1. General Procedure

   a. In order to attend each Round-Up through its entire scheduled time, regular therapy must be temporarily discontinued. Schools affected by therapy schedule changes are notified by the therapist. In some instances the procedures for Round-Up are such that it is not necessary for the therapist to be present during the entire scheduled time.

Section III: Plan of Operation Within School

b. Discuss and plan procedure of Round-Up with the principal and the nurse.

2. Specific Procedures

a. Evaluate every child that has notation of speech and/or hearing difficulty on MCPS Form 311-10.

b. Evaluate children referred by nurse.

c. Complete MCPS Form 311-10.

d. Complete MCPS Form 311-11.

e. Report findings to the parents at the completion of the evaluation. If a minor problem is present, offer appropriate advice and recheck in September. If a severe problem is noted, suggest suitable remedial program to the principal.

f. Discuss with the principal the children evaluated and point out severe problems.

F. DISMISSALS

Students are dismissed from the therapy program for the following reasons:

1. Sufficient therapy, based on the judgment of the therapist, or withdrawn from Montgomery County Public Schools.

a. The student's speech and hearing records are forwarded to the Supervisor immediately following dismissal.

b. The Supervisor reviews the records.

c. The records are returned to the school for filing in the student's cumulative or confidential folder.

2. Transfer within county.

a. The student is dismissed until rescheduled at nw school.

b. The records of the therapy program should be forwarded by the therapist to the new school.

G. ESSENTIAL FACILITIES AND EQUIPMENT

1. A room; quiet, well lighted, heated and ventilated, should be provided in each school serviced by a therapist. he room

should not be used for any purpose other than speech and hearing therapy at the time the therapist is scheduled for the room.

2. Each therapist will submit to the principal a list of materials needed for that specific program to be obtained from that school budget. Necessary expendable materials and a place for their storage will be provided to implement the instructional program.

Section IV: Appendix

A. SPEECH AND HEARING FORMS

Form Number

311-1 PERSONNEL DATA FORM: To be kept by the speech and hearing therapist as a top sheet of the folder for each school. One copy per school.

311-2 REQUEST FOR SPEECH AND HEARING SCREENING: To be supplied at the beginning of school year to each classroom teacher (through the principal) for referral of students for speech and hearing screening. After screening, final columns used for therapist's records. Return to work folder until no longer needed.

311-3 REPORT OF SPEECH AND HEARING SCREENING: Used to inform school personnel of results of screening and suggested disposition. One copy to the principal for filing in the cumulative folder of each student screened. Teacher should be appraised of the results of your screening. Used on elementary and secondary levels.

311-4 REQUEST FOR AND RECORD OF AUDIOMETRIC TESTING: Requests made when student scheduled for therapy has not had an audiometric test within the past year, or when student showed a loss on previous tests. Requests also can be made of students on waiting list for therapy and students about whose hearing the therapist has question. Students should be listed in alphabetical order, last name first, according to grade. Morning or afternoon kindergarten session should be indicated. All four copies of 311-4 should be forwarded to the Audiometrist at the Central Office. The Audiometrist will then schedule the school and distribute the forms to the appropriate personnel.

311-4a RECORD OF AUDIOMETRIC TESTING: To be completed by the audiometrist when student(s) has failed pure tone screening test and is given a threshold test.

311-5 RECORD OF SPEECH AND HEARING EVALUATION: Permanent basic record of student receiving therapy to be carried forward each year that student is in therapy. During this time, card remains with the therapist.

311-6 WORKSHEET FOR SPEECH AND HEARING THERAPIST: Record useful information and comments. Use blank space for any appropriate information. Form remains with therapist while student receives therapy.

Section IV: Appendix

Form Number	
311-7	SUMMARY OF SPEECH AND HEARING THERAPY: Fill out at end of school year or at time student is dismissed from therapy. One copy to student's cumulative folder, one copy kept within student's speech and hearing record (MCPS Form 311-5).
311-9	DATA FOR STAFFING SPEECH AND HEARING CASES OR REQUESTING FURTHER SERVICE: Used by therapist when it is desirable to present information about case or when further service is needed. Therapist fills out those areas that are appropriate to specific case in question. One copy is given to person or agency involved.
311-10	LETTER TO PARENTS: Sent by school to parents of children registering for kindergarten. One copy is to be filed in student's cumulative folder.
311-11	RECORD OF SPEECH AND HEARING SCREENING: Use at each school round-up. Two copies, one copy is given to school principal and one copy kept in school speech and hearing folder for needed follow-up in next school year. Use at completion of third grade screening to report the number of children who failed the screening test. This record comes to the Speech and Hearing Programs office.

Montgomery County Public Schools Rockville, Maryland	PERSONNEL DATA, SPEECH AND HEARING FILES, 196_-196_

School:_____ Principal:_____

Phone No:_____ Secretary:_____

Speech and Hearing Therapist:_____

Nurse:_____

Pupil Personnel Worker:_____ Phone No:_____

Psychologist:_____

Remedial Reading Teacher:_____

Physical Education Teacher:_____

Counselors:_____
(if appropriate

_____

_____

MCPS Form 311-1
August'65

Montgomery County Public Schools
Rockville, Maryland

REQUEST FOR SPEECH AND HEARING SCREENING
DATE: _____

School: _____ Teacher: _____

Room No: _____

				For Therapist	
Name of Student	Grade	Sect	Reason for Referral	Problem	Disposition

MCPS Form 311-2
Rev Apr 64

Montgomery County Public Schools Rockville, Maryland	REPORT OF SPEECH AND HEARING SCREENING

DATE:_____

Name:_____ School:_____
Last First

Grade:_____ Section:_____

Home Room Teacher:_____ Therapist:_____

Reason for Evaluation:
Previous Therapy_____
Re-evaluation Previously Indicated_____
Teacher Referral_____
Nurse Referral_____
Other_____

Taken for Therapy: Yes_____ No_____ Other_____

Reason:

NOTE: This form is to be filed in pupil's cumulative record folder.

MCPS Form 311-3
Rev. May 1966

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

REQUEST FOR AND RECORD OF AUDIOMETRIC TESTING, DATE: _____

School: _____ Therapist: _____

Audiometrist: _____

Name of Student	Grade	Room	Teacher	Date Tested	Result R	Result L

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

REQUEST FOR AND RECORD OF AUDIOMETRIC TESTING, DATE: _____

School: _____ **Therapist:** _____

Audiometrist: _____

Name of Student	Grade	Room	Teacher	Date Tested	Result R	Result L

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

REQUEST FOR AND RECORD OF AUDIOMETRIC TESTING, DATE: _____

School: _____ **Therapist:** _____

Audiometrist: _____

Name of Student	Grade	Room	Teacher	Date Tested	Result R	Result L

MCPS Form 311-4
JUL' 63 (old mcps form 352-4)

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

REQUEST FOR AND RECORD OF AUDIOMETRIC TESTING, DATE: _____

School: _____ **Therapist:** _____

Audiometrist: _____

Name of Student	Grade	Room	Teacher	Date Tested	Result R	Result L

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

RECORD OF AUDIOMETRIC TESTING

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

MCPS FORM 552-4A
MAY 62

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

RECORD OF AUDIOMETRIC TESTING

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	400	8000
R							
L							

Comments: _____

MCPS FORM 592-4A
MAY 62

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

RECORD OF AUDIOMETRIC TESTING

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

Name: _____ Date: _____

	125	250	500	1000	2000	4000	8000
R							
L							

Comments: _____

MCPS FORM 592-4A
MAY 82

Montgomery County Public Schools
Rockville, Maryland

Speech and Hearing

RECORD OF SPEECH/HEARING EVALUATION AND THERAPY

Name: _____ Student No.: _____

Address: _____ DOB: _____

Parents' Name: _____ Phone: _____

School: _____

_____

_____

Year	Grade	Teacher	HEARING DATA R	L	Mo	Yr	Therapist	Disposition

Description of Problem: (date each entry)

Pertinent Test Data: (date each entry)

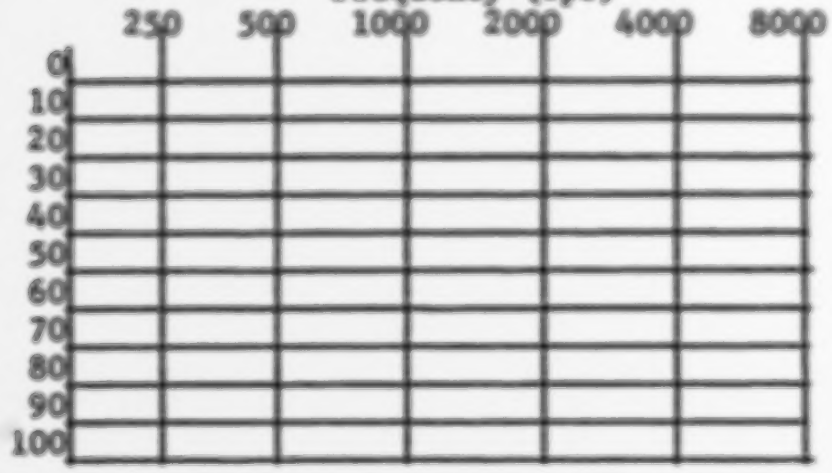
Other Comments: (date each entry)

CPS Form 311-5
Rev. May '65

Other Comments (continued)

Audiometric Evaluation O - Right X - Left

Date:_____ Examiner_____



Date:_____ Examiner:_____

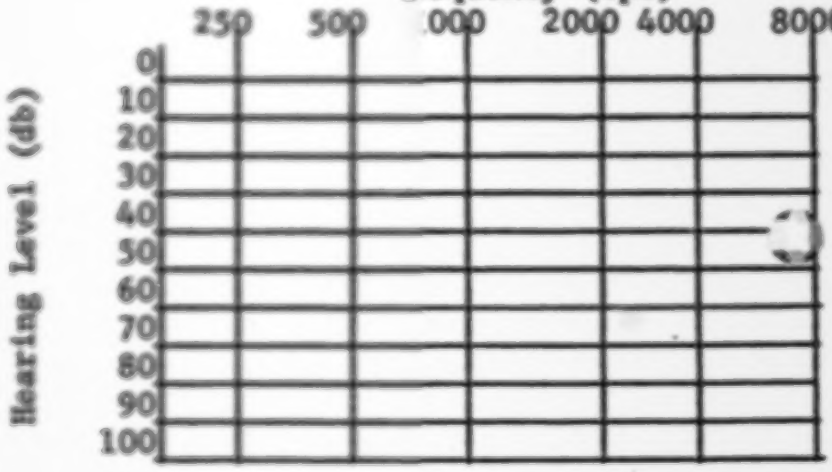
RE

LE

250 500 1000 2000 4000 8000

Medical and Audiological History: (date each entry)

Date:_____ Exminer:_____



Date:_____ Examiner:_____

RE

LE

250 500 1000 2000 4000 8000

Montgomery County Public Schools Rockville, Maryland	WORKSHEET FOR SPEECH AND HEARING THERAPIST

Suggested Key:
Omission - O
Substitution - Sound Substituted
Distortion - X

Name:_____ Date:_____

Grade:_____ Therapist:_____

Teacher:_____

Sounds	I	M	F		Sounds	I	M	F	
p					r				
b					s				
m					z				
hw					ʃ				
w			~~~		ʒ				
f					tʃ				
v					dʒ				
θ					j				
ð					k				
t					g				
d					ŋ				
n					h				
l									

MCPS Form 311-6
May '62

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

SUMMARY OF SPEECH AND HEARING THERAPY*

Name: _____ **Date:** _____

School: _____ **Grade:** _____

Therapist: _____

Problem:

Progress:

Recommendations:

*** For further information, contact the Speech and Hearing Therapist.**

MCPS Form 311-7
Jul '63 (old mcps form 352-7)

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

DATA FOR STAFFING SPEECH AND HEARING CASES OR REQUESTING FURTHER SERVICE

Name:_____ DOB:_____ Date:_____
School:_____ Grade:_____ Teacher:_____
Therapist:_____ Time in Therapy:_____

Description of Problem:

Pertinent Developmental History:

Pertinent Medical History:

Pertinent Family Data:

Pertinent Test Data:

School Progress:

Description of Therapy:

Therapist's Impressions:

Specific Questions:

MCPS Form 352-9
May '62

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland
Speech and Hearing Programs

SPEECH AND HEARING INFORMATION

NAME OF CHILD (Last, First, Middle)

NAME OF SCHOOL

ADDRESS

SEX

☐ M ☐ F

BIRTHDATE

PHONE

INFORMATION PERTAINING TO CHILD'S SPEECH AND HEARING

Have you ever consulted with a professional person regarding your child's speech and/or hearing? _____

WHEN? _____ WHERE? _____

FINDINGS: _____

_____

Has your child had any trouble with his ears and/or hearing (e.g. earaches)?

DESCRIBE: _____

_____

COMMENTS: _____

_____

Please do not hesitate to contact the speech and hearing therapist at Kindergarten Round-up, if you have any questions regarding your child's speech and/or hearing development.

_____ _____

SIGNATURE OF PARENT DATE

FOR THERAPIST'S USE ONLY

_____ _____

INITIALS OF THERAPIST DATE

MCPS Form 311-10
Rev. May '64

Montgomery County Public Schools Rockville, Maryland	RECORD OF SPEECH AND HEARING SCREENING

Date: _____

School: _____ Therapist: _____

NAME Last First	Age	Problem	Recommendations